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ABSTRACT

The Haitian Retention Program (HRP) is designed to help illiterate and unskilled Haitian immigrants to Palm Beach County (Florida) learn the English language through regular class attendance. Although many Haitians are enthusiastic about enrolling in adult English for Speakers of Other Languages (ESOL) classes, they are not accustomed to attending classes regularly or following any kind of a schedule. Objectives are the following: (1) familiarize participants with American customs and school environment; (2) give students the opportunity to express needs and interests for inclusion in the curriculum; (3) adapt the curriculum to the Haitian lifestyle; and (4) develop teacher proficiency. Phases of the program include the following: (1) student orientation; (2) student needs assessment; (3) curriculum development; and (4) inservice teacher training. An outline of the Student Orientation Program and a copy of the Needs Assessment form are included. Teacher materials include the following: (1) steps to follow in curriculum development; (2) a list of Beginning Level Competencies; (3) a list of questions to ask when using a textbook; (4) sample lesson plans; (5) sample classroom exercises; and (6) a student hand-out in Creole for use during student orientation. (FMW)

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HAITIAN RETENTION

A 310 TEACHER TRAINING PROJECT

1986 - 1987

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INTRODUCTION/GRANT DESCRIPTION

I. NEED

When the Haitians immigrated to the United States, they were illiterate and unskilled. Upon entering Dade County, the Haitians heard about employment opportunities available in Palm Beach County and they continued their migration north.

Palm Beach County is located in the southeastern part of Florida and is geographically one of the largest counties east of the Mississippi. The county's diversification includes suburban, urban, inner-city, and rural/migrant areas. The socioeconomic status ranges in extremes from the highest socioeconomic levels in Palm Beach to the lowest socioeconomic levels in some rural/migrant areas of the county. The population of the county is approximately 750,000 with about 15% being minority.

Palm Beach County at the present time has become home to an ever increasing number of illiterate and unskilled Haitians. The reason they are attracted to the county is because of the availability of low-skill employment. The county is known for its tourist, lawn maintenance and agricultural industries. These types of industries provide many low level jobs which the Haitian immigrants are seeking.

Although, the Haitians who moved to Palm Beach County were illiterate and unskilled, they were eager to learn, work, and establish a new life. They were surprisingly energetic. Many of them enrolled in English for Speakers of Other Languages (ESOL) classes. The classes were comprised of students who had attended school briefly or not at all. They had never written or read their native Creole language. (French is the the language in Haitian Schools.) For many of the Haitians who immigrated to the United States, school was often a fearful place.

Because of the contrasting way of life between the United States and Haiti, many Haitians had difficulty adjusting to their new environment. This was evident in the behaviors the Haitians exhibited when they enrolled in the ESOL classes. They were not accustomed to attending classes regularly, nor did they have any concept of following schedules. Life in Haiti seldom included adhering to a strict schedule demanded by an industrial society.

A great deal of time was spent acquainting the students with classroom procedures and American customs because of the cultural shock experienced by the Haitians. Because the students and teachers were foreign to each other, the process seemed uneffective and hopeless.

The enrollment of the Haitian students increased at Lake Worth Community High School in Palm Beach County. The successful recruitment drive was under the supervision of the Director of the Haitian-American Center of Palm Beach County.

Although the recruitment of Haitian Students was successful, the problem of students dropping out began. The high dropout rate stemmed from the failure of the students to adapt to the new expectations required of them to succeed in the ESOL program. The Haitian Retention Program (HRP) was designed to remedy the dropout rate.

The first task of the HRP was to assist students in learning basic skills necessary to succeed in a classroom setting. The importance of being on time, attending classes regularly, not interrupting classes, and coping with social stress were addressed and emphasized. To aid in relieving the problem of cultural shock, a Creole-speaking teacher-counselor was proposed. The teacher-counselor would be responsible for orienting, welcoming, registering and assessing the literacy and English-speaking level of the prospective students.

The next tasks of HRP were to develop an appropriate curriculum and provide materials at prereading and prewriting levels. Oral language for basic survival in the United States was stressed. The ESOL curriculum now used in Palm Beach County was written for beginning, intermediate and advanced classes. The ESOL curriculum was adapted to meet the needs of the Haitian students.

II. HAITIAN RETENTION PROGRAM

The staff of the Department of Adult and Community Education was aware and concerned about the problem of the high drop-out rate among the Haitian students. Haitian educators and community leaders met to discuss possible solutions to the drop-out problem. From the discussions came an informal needs assessment and analysis of the cause of the problem. The negative effect of language learning caused by too-brief and sporadic attendance was recognized and discussed. The

educators and community leaders felt that students would attend the program longer and more consistently if the following occurred.

1. Familiarizing the students with American customs; school environment and rules; classroom procedures and standards; and continuous counseling would alleviate their fear of school.

2. The students should be given opportunities to express their needs and interests which are then reflected within the curriculum.

3. Adapt the curriculum to the Haitian student's lifestyle.

4. Develop teaching proficiency of the curriculum.

As a result, the finding from these discussions were the basis on which the foundation of the grant was established.

Registration of new students and orientation to the program were conducted. The development of the curriculum based on the results of the student needs assessment was established. The coordinator was given the responsibility of adapting and expanding the existing curriculum, conducting in-service training, monitoring the program, and developing and writing the student handbook.

The district coordinator and the teaching staff salaries were paid by the local school district. The Haitian program coordinator, the teacher-counselor, and the workshops were funded by the grant. Continuous input in evaluating the program was provided by students, staff members and Haitian community leaders.

STUDENT ORIENTATION

During student orientation, the teacher-counselor translated all the information in Creole. The students were given a warm welcome, explanation on how the school operates, and details of what is expected in the classroom.

STUDENT NEEDS ASSESSMENT

The coordinator developed an extensive questionnaire in Creole. It was designed to

1. allow students to communicate their needs,

2. gather statistical information regarding age, school history and previous employment, and

3. gain information regarding interests and aspirations of participants.

Because of the immigration status of some of the students, the staff anticipated that responding to the questionnaire might frighten some of the students. The students were assured by the staff that the information gathered would not jeopardize them in any way. After listening to the purpose of the survey, the students were less apprehensive in completing the information and even made some additional comments. As a result, the staff reported that the students realized that the questionnaire revealed a positive indication that the teachers were indeed concerned in meeting their needs.

CURRICULUM

Many of the Haitians enrolled in the program were identified pre-literate, semi-literate or non-literate. Pre-literate referred to those students who spoke a language for which there is or has not been a written form. Semi-literate referred to those students who have had three or four years ofschooling or the equivalent. The term non-literate is given to those students having no reading, writing or language skills. Recruitment of qualified teachers for teaching students at the pre-literate level is difficult because Creole is an exclusively oral language. At the present time only a few people can read or write Creole. Learning to read and write in Creole and then translate the learning to English requires a great deal of time and patience. Subsequently the decision was made to only teach English.

The adaptation of the curriculum was based on the results of the student needs assessment, input of Haitian advisors and the staff's knowledge of local work and community requirements.

The in-place curriculum contained arithmetic competencies as the only literacy references. Literacy goals were established and lesson plans written. Competencies expected at the beginning, intermediate and advanced levels were discussed and agreed upon. Each teacher wrote his/her lesson plans to meet the needs of his/her students.

Students were placed in the appropriate level according to their performance on the placement test. When oral skills surpassed writing skills, the former score was used for placement. Pre-literate, semi-literate, beginning intermediate and advanced groups already existed at the sites. Therefore, Haitians who scored in these categories were simply placed in the appropriate class. Additional classes were created to alleviate overcrowdings at all except the advanced level. Advanced ESOL classes were comprised mainly of students from other cultures.

INSERVICE TRAINING

The teachers in the Haitian Retention Program work parttime. Some are fulltime employees of the local school district while others are employed fulltime in business. Their training and experiences varied but they were all motivated, eager and willing to teach their students.

Many of the teachers were unfamiliar with competency-based curriculum. Inservice workshops were held to provide assistance in developing effective lesson plans and proper implementation of the curriculum. After the workshops, each teacher was informally observed teaching a lesson. The coordinator would share his/her observation with the teacher. Suggestions of improving learning techniques/ideas were shared. Teachers responded positively to the observations and informal evaluations. Workshops were also used to inform teachers of the Haitian culture and problems. The results of the student needs assessment and how to incorporate them were addressed in the workshops.

Staff members were required to attend a county-wide ESOL workshop focusing on the competency-based curriculum, the use of textbooks, games and other activities to enhance student learning.

III. REALITY

The success of the Haitian Retention Program took many hours of the hard work, concern and dedication by the by the personnel involved. The Lake Worth site was chosen because the location was ideal in size and geographically accommodating.

Palm Beach County ESOL classes operate under a policy of open enrollment. Registration and testing were exhaustive. Scheduling of students was often very difficult. Two hour periods designated for registration, testing, and orientation was at times too short. The schedule had to be periodically readjusted to accommodate the student.

Although the results of the student needs assessment confirmed many perceptions held by the staff, it also revealed other interesting information about the students. The average age was older than expected. A higher number than expected held seasonal jobs and a fewer number than expected hoped to visit Haiti. Legal contact was greater than thought, and the number needing help communicating with immigration officials was higher than expected. The assessment results also revealed that the students were interested in a wide range of vocational skills.

It is imperative that the needs assessments are conducted by persons the participants trust and with whom they feel comfortable. It is also important to have a person conducting the assessment who can translate the questions when needed.

Three months after the grant was initiated, the entire student body was given an informal evaluation. As a result, the evaluation revealed that the students wanted more oral participation in class. The higher level students expressed interest in learning more about American customs and culture. More frequent testing was also requested.

After the first several months, the registration process becomes more efficient and less threatening. The orientation process seemed more positive and effective for welcoming the students and answering questions concerning the program. Efficient placement and administration of the TABE continues to present problems.

In June, 1986 the average nightly attendance was 96 students. In June of 1987, the nightly average enrollment was 265.

Some of the students dropped out of the program during the seasonal period to work. When the work was finished, many students returned to classes. Their interest was also indicated by the very high number of students attending classes four nights a week. Successful students are your best recruiters.

Although additional workshops are always helpful, teachers will become more proficient as they learn to use the expanded curriculum. Even though students have made successful progress and are pleased with their performance, more precise testing is needed at all levels to assess student performances.

SUMMARY

The Haitian Retention Program was designed to facilitate learning of the English language through extended regular class attendance. Providing a structured, comfortable and relaxed orientation to the school environment proved to be essential. Student interests and needs must be reflected in the curriculum. The dedication/understanding of the staff is crucial for the success of the student and the program's survival.

STUDENT ORIENTATION PROGRAM

PALM BEACH COUNTY

INTRODUCTION

The orientation program is designed to help students enter the classroom with as little stress as possible and to help them attend regularly over an extended period of time. Since the English proficiency level of most newcomers is low, the orientation is presented in Creole. The counselor encourages questions and discussion and remains nonjudgmental at all times.

The teachers stive to make the learners more comfortable in their school environment, help with their adjustment to American ways and increase their self-confidence.

CONTENT

The following are explained and discussed during the orientation:

1. School Rules and Regulations

   A. Lake Worth High School is open to classes Monday, Tuesday, Wednesday, and Thursday, 7:00 P.M. to 9:00 P.M.

   B. Parking is only in those areas marked for students.

   C. A pay telephone is available near the Adult and Community School office.

   D. Bathrooms are open on each floor. They are marked Girls and Boys.

2. Enrollment

   A. A counselor is present

   B. All new students must register with the counselor

   C. After registration, the counselor gives an English proficiency test.

3. Class Assignment

   A. The counselor assigns each student to a class.

   B. Assignment is based on the test mentioned in 2C. Students are placed in the class where they can learn best.

   C. Since it is difficult to learn in a class that is too hard or too easy, students are to remain in assigned classes and not move to another with a friend or relative.

4. Transfers

   A. Anyone who wishes to transfer to another class must speak with the counselor.

   B. Decisions regarding transfers are made by the counselor and teachers.

5. Punctuality

   A. Students are to be on-time. Lateness is regarded as impolite.

   B. Unless there is a reason for leaving early, students are expected to remain the full two hours of class.

6. Attendance

   A. Consistent attendance is necessary to learn a language.

   B. It is a courtesy to tell the teacher of a future absence when possible.

7. American Classrooms

   A. Classrooms in Haiti tend to be more formal than those in the U.S.

   B. There is no need to use the formal term, "Teacher." A teacher will tell his/her classes how he/she wishes to be addressed.

8. Personal Hygiene and Personal Appearance

   A. It is important to bathe and brush your teeth daily.

   B. Clean and neat clothing is expected.

9. Teachers

   A. Teachers are interested in the lives of their students. They welcome "real-life" problems and try to help whenever possible.

   B. Teachers want and need to be told of any language problems that arise, both in and out of class.

10. Self-help

   A. Using English as often as possible will speed learning.

   B. Listening to English-speakers for new vocabulary will increase skills.

   C. Opening oneself to learning in and out of the classroom will help one cope and adjust.

11. Student Expectations

   A. Learning a new language takes time.

   B. Learning a new language takes hard work.

   C. Expecting too much of oneself and/or teachers leads to discouragement.

/STUDPROG.

SCHOOL BOARD OF PALM BEACH COUNTY

Division of Instruction

Department of Adult and Community Education

HAITIAN RETENTION PROGRAM

NEEDS ASSESSMENT

1. Name: _____
   LAST FIRST MI

2. Place of Birth: _____

3. Date of Birth: _____

4. _____ MALE _____ FEMALE

5. Level completed in School in Haiti:
   _____ Grammar
   _____ Elementary
   _____ Secondary

6. Place of Schooling in Haiti: _____

7. Job(s) held in Haiti: _____

   _____

8. Job(s) held in U.S.: _____

   _____

9. Years in other countries: _____

10. Names of those countries: _____

    _____

11. I am interested in:
    _____ sports
    _____ cars
    _____ more education
    _____ T.V.
    _____ music
    _____ reading

12. In the future I hope to _____

    _____

    _____

ADULT87/11

PLEASE CHECK ONLY THE ANSWERS THAT TELL ABOUT YOU

_____ 1. I have a job.
_____ 2. I am looking for a job.
_____ 3. I stay at home.

I often go to:
_____ 4. the supermarket
_____ 5. the post office
_____ 6. church
_____ 7. the laundromat
_____ 8. the bank
_____ 9. Miami
_____ 10. my children's school
_____ 11. a friend's home
_____ 12. Other _____

I need English to talk with:

_____ 13. the boss
_____ 14. the landlord
_____ 15. doctors/nurses
_____ 16. clerks
_____ 17. bus drivers
_____ 18. social workers
_____ 19. fellow workers
_____ 20. neighbors
_____ 21. my children's teachers
_____ 22. friends

_____ 23. Other _____

I want to know more English so I can:

_____ 24. handle money better
_____ 25. get a job
_____ 26. get a better job
_____ 27. fill out applications
_____ 28. read newspaper ads
_____ 29. drive a car or truck
_____ 30. get a driver's license
_____ 31. ask directions
_____ 32. buy food
_____ 33. buy clothing
_____ 34. buy a car
_____ 35. open a bank account
_____ 36. use the bus
_____ 37. use the telephone

_____ 38. Other things I want to know _____

_____

Do you want to learn a vocational skill? Check the one you want to learn.

_____ 39. plumbing
_____ 40. carpentry
_____ 41. cabinet making
_____ 42. welding
_____ 43. truck driving
_____ 44. landscaping

_____ 45. Other _____

Are you interested in getting a high school diploma? 46. Yes ____ 47. No ____

What is most important to you in English?

_____ 48. Speaking
_____ 49. Reading
_____ 50. Writing
_____ 51. Pronunciation

ADULT87/12

This survey makes more sense if studied with a needs assessment in hand!

Responses were not established for Question 5 because the school system in Haiti is too different from ours for a comparison of levels. (The three levels on the assessment are in the correct order for Haiti.)

In Questions 9 and 10, I was looking for the Bahamas, chiefly, since this influences English-learning and responses were very sketchy; it seemed a very difficult concept, somehow.

HAITIAN RETENTION PROGRAM

NEEDS ASSESSMENT

A total of 101 Haitians responded to the needs assessment. Of these, 64 were men, 37 women. Percentages are rounded off where appropriate.

PART I

AGE

AGE	MALE %	FEMALE %	COMBINED %
Over 35	28	27	28
31 - 35	20	16	19
25 - 30	31	22	28
19 - 24	14	24	18
18	6	11	7

Jobs Held in Haiti

(multiple answers allowed)

JOB	MALE %	FEMALE %	COMBINED %
Farming	8	16	37
Student	22	16	20
Tailor/Seamstress	13	28	20
Landscaping	14	3	10
Carpenter	5	0	5
Nursery (Plant)	5	3	4
Teacher	3	3	3
Cashier	0	6	6
Sales	0	22	8
Driver	13	0	8
Electronics	2	0	1
Secretary	0	3	1
Photographer's Helper	2	0	1
Own Business	2	0	1

ADULT87/15

Jobs Held in U.S.

(multiple answers allowed)

JOB	MALE %	FEMALE %	COMBINED %
Farming	27	5	19
Student	3	0	2
Tailor/Seamstress	0	5	2
Landscaping	14	3	10
Carpenter	5	0	3
Nursery (Plant)	5	27	21
Teacher	0	0	0
Cashier	0	0	0
Sales	0	0	0
Driver	3	0	2
Electronics	0	0	0
Secretary	0	0	0
Photographer's Helper	0	0	0
Construction	14	0	9
Cook/Cook's Helper	3	0	2
Dishwasher	5	3	4
Pool Keeper	3	0	2
Roofer	2	0	1
Cleaning	0	5	2
Maid	0	3	1
Own Business	0	0	0

ADULT87/16

STUDENT INTERESTS

(multiple answers allowed)

INTERESTS	MALE %	FEMALE %	COMBINED %
Sports	50	35	45
Cars	56	51	54
More Education	73	62	69
T.V.	48	46	48
Music	55	46	51
Reading	70	51	63
*Other: Having Own Business	3	0	2
Sales	3	0	2
Bringing family to U.S.	52	62	55
Having a nice house	16	16	16
Permanent Residence	45	16	35
Visit Haiti	11	16	13
Good Job	20	30	24
Money	3	0	2
Go back to Haiti	3	0	2
College	3	0	2
Wife/Husband	6	3	5
Children	3	0	2

* Some of these were suggested by person translating the student assessment; hence, the results may not be very reliable.

ADULT87/17

EMPLOYMENT

	MALE %	FEMALE %	COMBINED %
Have a job	70	51	63
Looking for a job	20	41	28
Stay at home	2	8	4
Did not respond to question	8	0	8

* (Discrepancy is due to several multiple answers.)

Need English to Talk to:

(multiple answers permitted)

PERSONS	MALE %	FEMALE %	COMBINED %
Boss	88	84	86
Landlord	84	92	87
Doctor/nurse	92	89	91
Clerk	86	89	87
Bus Driver	88	84	86
Social Worker	88	86	87
Fellow Worker	83	84	83
Neighbor	73	78	75
Children's Teacher	42	59	49
Friends	88	89	88
* Other			
Police	79	89	72
Lawyers	48	32	43
Insurance People	9	22	14
Immigration officials	13	22	16
Pastor	13	11	12
Fireman	16	19	17
Judges	5	8	6
Teacher (Adult Ed.)	0	3	1
Girlfriend/Boyfriend	8	0	5
Utilities people	23	0	15

ADULT87/18A

I Want to Know More English so I Can:

TASK	MALE %	FEMALE %	COMBINED %
Handle money	83	78	81
Get a job	83	81	82
Get a better job	86	81	82
Fill out applications	89	95	91
Read newspaper ads	90	95	92
Drive a car or truck	86	86	86
Get a driver's license	64	76	68
Ask directions	92	89	91
Buy food	90	89	90
Buy clothing	90	86	89
Buy a car	92	84	89
Open a bank account	90	78	86
Use the bus	90	81	87
Use the telephone	94	78	88
* Other:			
Buy a house	30	8	22
Travel	30	2	20
Learn a vocational skill	13	8	11
Learn American History & culture	13	11	12
Improve present skills	11	8	10
Business	11	14	12
Make more money	5	0	3
Get Soc.Sec. Card	2	11	5

ADULT87/19

Insurance	0	2	1
Read & write English well	0	2	1

Want to Learn Vocational Skill:

TASK	MALE %	FEMALE %	COMBINED %
Plumbing	50	14	37
Carpentry	39	3	26
Cabinet Making	25	3	17
Welding	33	3	22
Truck Driving	61	22	47
Landscaping	34	5	24
Other:			
Electrician	31	3	21
Doctor	6	11	8
Tailor/Seamstress	6	30	15
Nurse	2	19	8
Computers	20	3	14
Cashier	5	8	6
Typist	2	14	6
Mechanic	31	3	21
Beautician	2	3	2
Bookkeeper	5	3	4
Communications	2	3	2
Nurse's Aide	0	3	1
Lawyer	3	3	3
Car Driver	0	3	1
Stewardess	0	5	2
Metal Worker	3	0	2
Masonry	3	0	2
Engineering	5	0	3
Music	3	0	2

Electronics	3	0	2
T.V. Production	5	0	3
A/C - Refrigeration	2	0	1

INTERESTED IN H.S. DIPLOMA

	MALE %	FEMALE %	COMBINED %
Yes	81	81	81
No	3	8	5

What is Most Important in English?

	MALE %	FEMALE %	COMBINED %
Speaking	52	38	47
Reading	13	16	14
Writing	5	14	8
Pronunciation	23	16	21

Steps in Curriculum Development

This competency-based curriculum is built in the belief that language acquisition occurs best when taught around specific language tasks.

These tasks are chosen jointly by students and teachers. Most adults come to class with their own goals in mind. The teacher's job is to discover these and combine them with the tasks that have already been determined by the work place and the community.

So, the specific competencies listed below need not be taught in the order presented, except that math competencies need to be dealt with from the beginning onward. Teachers may find they need to teach language competencies not mentioned here and wil add them to the curriculum.

Steps:

1. Identify language needs in work areas and the local community.

2. Compare the results of the student needs assessment with curriculum topics.

3. Choose topics for the class, adapting each to local needs.

4. Choose competencies within each topic and adapt them to the class level.

5. Write lesson plans for each competency.

6. Evaluate student performance.

Beginning Level Competencies

I. Personal Life

Two of the first tasks faced by adult ESOL students are identification of self and family and completion of forms of all varieties. Even the simplest of these is very difficult for the low-level learners.

A. Identify oneself.
B. Sign name to simple form or check.
C. Fill out simple forms.
D. Identify family members.

II. Things in One's Life

Students must acquire the vocabulary of commonly-used items and the classroom is an appropriate place to begin. They need to be able to count, of course, and to master the structures of question forms. Locating needed items is made easier when basic signs are comprehended.

A. Identify common classroom articles.
B. Count objects.
C. Express need for things.
D. Express thanks.
E. Ask names of unknown items.
F. Ask price.
G. Read basic store signs, e.g., "Aisle 3", "Exit", "In", "Out."

III. What We Do in Life

Learning takes place much more quickly when one is comfortable in the school and classroom. Housing terminology must be learned, as must the structures of communicating and functioning on the job.

A. Orient oneself to the school.
B. Understand classroom procedures.
C. Identify common types of housing.
D. Identify common rooms in housing.
E. Identify common types of furniture.
F. Respond to work experience questions. (See I. Personal Life for filling out forms.)
G. Ask about wages and pay period.
H. Understand work schedule.
I. Understand simple directions.
J. React to and express warnings.
K. Ask permission.
L. Report illness and/or tardiness.
M. Ask for simple clarification.

IV. Places

Locating places, mailing a letter, using the telephone, all widen the horizons of learners. Since we are so dependent upon our automobiles, every driver must deal with the language of cars.

A. Understand simple directional language.
B. Ask for clarification.
C. Buy stamps at a post office.
D. Make limited use of the telephone.
E. Get help when having car trouble.
F. Understand traffic and gas station signs.
G. Describe weather conditions.

V. The World of Money

Understanding money is one of the first urgent needs. Remember that counting skills must be mastered before money can be dealt with successfully.

A. Identify and know the value of coins and bills.
B. County money. (See Math Competencies.)
C. Utilize price when buying.

VI. Rules and Law

These competencies are essential to functioning on the job and in the community. Safety is always a priority.

A. Understand times of day.
B. Express times of day.
C. Understand safety rules.
D. Respond to emergency situations.

VII. Food

Since food needs are basic, there is no need to elaborate. The overlapping of competencies can be clearly seen if one refers to IV. Places and V. The World of Money.

A. Locate grocery store.
B. Locate foods in store.
C. Determine quantity and price.
D. Understand total bill.

VIII. Health

Communication with health workers is difficult and students may need help from translators. They need to recognize common medicines, know when to get them and how to use them safely and effectively.

A. Name the parts of the body.
B. Describe symptoms.
C. Report accident.
D. Recognize common medicines.
E. Understand dosage/time.
F. Locate pharmacist in drugstore.
G. Locate common medicines in drugstore.

IX. Family

Finding medical help and enrolling children in schools are two very important tasks. Both are complex and may require help from others.

A. Identify health facilities.
B. Provide child's health history.
C. Register child in school.
D. Call school regarding child's absence.

X. Leisure and Entertainment

Becoming acquainted with others is easier if one knows how to greet people and how to issue and respond to invitations. Knowledge of holidays may be students' first glimpse into national culture.

A. Greet people in a friendly manner.
B. Know common holidays.
C. Issue simple invitation.
D. Respond to simple invitation.

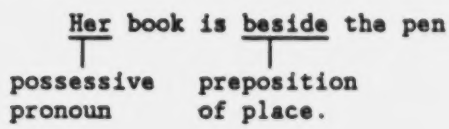
XI. Math Competencies

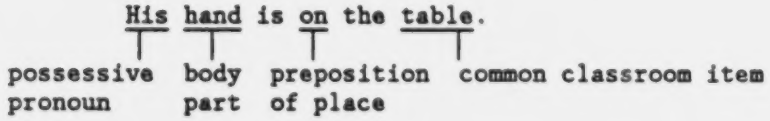
The math competencies play a key role in nearly every aspect of life and must be mastered as early as possible.

A. Recognize, say and write numbers 1 through 100.
B. Understand and answer questions related to quantity.
C. Compare numbers.
D. Identify money, coins and bills, through $20.00.
E. Express value of coins and bills.
F. Compare values.
G. Count by 1's, 5's, 10's, 25's, including money, to 200. Count by 100's to 500.
H. Add one- and two-place numbers.
I. Subtract one- and two-place numbers.

Questions to Ask When Using a Textbook

1. Is the book at the right level for your class?
2. Is the content relevant to the lives of your learners?
3. Is the book designed to be used from beginning to end or otherwise?
4. Is it adaptable to the competency-based curriculum?
5. Is the material presented clearly?
6. How much material should be presented in each class session?
7. How long/how often do you present each portion?
8. When and how do you review?
9. Can the exercise be expanded? For example, can you combine with previously-learned English:





10. What activities would help students learn each competency? e.g., dialogues, pair work, etc.

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Identification of Oneself	Respond to question "What is your name?"	L,S	One's Own Name	"My name is ____"		Teacher introduces self. Asks question "What is your name? gives each student the structure. Repeat to one another
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Identification of Oneself	Respond to question "Where do you live?" and/or "What is your address?"	L,S	street numbers street city state zip code	I live at _____ and/or My address is _____ "Where do you live?" "What is your address?"	Pertinent information for each student, written and in his/her hands.	This information must be learned one step at a time. Teacher models each street # and street. Class repeats, then individual students. Continue with city and state, then learn zip code. Students do the questioning and responding.

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Identification of Oneself	Respond to question "Where were you born?"	L,S	Place of birth	I was born in _____. Where were you born?	Pertinent information for each student, written and in his/her hands.	
	Expand to: "When were you born?"			I was born (on) mo, day, year When were you born?		
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Identification of Oneself	Write own name	L,W	own name			
Expand to request to write one's name.				Please write your name.	Simple form requesting name.	Simple form requesting name.
Expand to address.					Expand to include address, then date and place of birth.	
Expand to date and place of birth.						
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
On the job	Follow simple directions. Give simple directions.	L,S	pick up give take put bring names of items used on the job table floor chair shelf	Pick up the _____ Give me the _____ Take ____ to ____ Put the _____ on the table floor chair	Items in use on the job or visuals of them.	Teacher models each action, then class directs. No response is needed except action, at first. Then students give directions to one another, after choral repetition of each.

Expand to include appropriate vocabulary for various jobs, e.g., stack, wash, carry, cover, put away.

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
On the job	Follow two-step directions. * Listening Reading Writing Speaking	L,S	pick up give bring take put name of items used on the job table floor chair shelf connectors such as, then, and, after	Get the _____ then put it ____. Get a _____ and take it to _____. Put the _____ on the _____ and (verb) the _____.	objects used on the job. This is one way to teach the names of tools, or kitchen items, etc.	See On the Job #1

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LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
On the Job	Express needs at work.	S	Names of items used at work, e.g., soap, scouring powder, windex	I need _____, please. Expand to: What do you need? I need _____, please.	Items used on the job or visuals of these.	Students learn names of frequently used items. These will vary widely, of course, so the teacher must know what jobs his/her students hold. After practicing I need _____ please, students may ask each other.

This may be used for many situations such as buying, asking for directions, and/or help in restaurants, etc.

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
On the Job	Ask the names of unknown things	L,S	This, that, these, those names of items to be identified	What is this? that? What's it called? What are they called?	Visuals or real items to be identified.	Practice the students, one at a time. Give each student an object, then have students ask each other, using any of the three structures.
	* Listening Reading Writing Speaking					

ADULT87/39

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Money	Count pennies up to twenty.	L,S	Numbers through twenty	How many pennies do you have? I have _____ pennies.	Pennies for each class member	Give each student twenty pennies. Count aloud several times then go to individuals to repeat. Introduce question (see structures) and repeat the number by taking away and adding coins. Repeat the process with fifteen, then twenty pennies. Students ask each other the questions.
Expand this to amounts up to one dollar, using appropriate vocabulary.						

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Money	Count nickels up to one dollar.	L,S	numbers by fives (5,10,15, etc.) up to one dollar cents dollar	How much money do you have? I have _____ cents. I have one dollar.	Nickels for each class member	See Money (1)
Expand this to dimes and quarters, using appropriate vocabulary. Then expand to mixed coins, using only two at first. Increase the amount of money counted to at least three dollars.						
	* Listening Reading Writing Speaking					

ADULT87/41

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Money	Determine if one has enough money for a purchase.	L,S	Names of items to be purchased, e.g., pen, notebook, candy bar	How much does ___ cost? It costs _____. How much money do you have? I have _____. Can you buy ____? Yes, I can. No, I can't.	Coins. Items to be purchased.	After mastering the questions (see structures) and responses, role-play buying.
Expand to more expensive items, as level improves.						

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Leisure and Entertainment p. 230 Beginning Curriculum	Issue a simple invitation.	L,S.		Q. Can you come to my house on Sunday? A. Yes, thank you. or No, I'm sorry.	See p. 231.	Role-play after class drill.
May be expanded to "I'm having a party on Sunday. Can you come?" the movie? etc." to fit the situation (see p. 231). This could be knowledge of American culture. May also be expanded to a writing exercise.				Also expand to "Can you go to planned around a holiday, to expand		
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Leisure and Entertainment p. 231 Beginning Curriculum	Respond to an invitation.	L,S		A. "We're going to have a party Saturday. Can you come?" B. "Thank you. I'd love it! What time?", etc.		Role-play after basic structure is learned.
This basic exchange can be changed to fit all levels and many social situations, e.g., birthdays, anniversaries. It can also be adapted to going somewhere, e.g., the beach, Miami, skating, etc. Practice several variations.						
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Health	Recognize common medicines.	L,S,R	Names of products, e.g., Nuprine, aspirin, anti-biotic creams, etc.	What is this? How is it used?	Bottles and packages of real aspirin, ointments, etc.	A field trip to a drugstore, if possible. A task for each class member in that store, such as locating, pricing, comparing prices.
Decide which products are important to identify. Expand to commonly used personal items such as toothpaste, deodorant, basic grooming needs. Women will want to identify cosmetics.						

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
On the Job p. 90 Beginning Curriculum	Give simple reason for missing work.	L,S	Sick Broke down	I was sick. My car broke down.		Learn the structures, then expand to dialogue. A. Where were you yesterday? B. I was sick/My car broke down.
The extensions of this lesson could include many other structures, e.g., My child was sick. My wife was sick, etc.						
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Health p. 191 Begin. Curric.	Identify parts of the body. * Listening Reading Writing Speaking	L,S	Parts of the body. Divide into groups, such as limbs, parts of the head, i.e., eyes, nose, mouth, ears, etc.	This is _____. These are _____.	New Horizons Bk. 1 p. 118	

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LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Food p. 175 Begin. Curric.	Identify common foods.	L,S	Names of common foods.*	What are they? They are _____.	New Horizons Bk. 1 Lower 2/3 of p. 42.	
			* How do you decide which ones? How many at one time?			
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Food p. 175 Begin. Curric.	Identify common foods.	L,S	Names of common foods.	What's he eating? He's eating ____.	New Horizons Bk. 1 p. 43	
	This is an expansion of previous lesson. (2) You may want to continue on to pp. 44 and 45.					
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Personal Life p. 10 Begin. Curric.	Identify common articles of clothing.	L,S	Common articles of clothing.*	What's this? It's a _____. Is this a _____? Yes, it is. or No, it isn't.	New Horizons Bk. 1 p. 10	

* In this lesson the vocabulary will include:

shirt	tie
hat	raincoat
bathrobe	sweater
skirt	blouse
jacket	dress
belt	scarf

* Listening
Reading
Writing
Speaking

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Personal Life p. 10 Begin. Curric.	Identify common articles of clothing.	L,S	Common articles of clothing.	See notes below.	New Horizons Bk. 1 pp.	
	Look at the pages following p. 10. Do these suggest any ways to expand on Lesson 4? or do they suggest any ways to review any past lessons you have done? or do they suggest any ways to combine previously learned language?					
	* Listening Reading Writing Speaking					

LESSON PLAN

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Places p. 95 Begin. Curric.	Describe weather conditions.	L,S	Commonly used weather terms.*	What's the weather? It's _____.	New Horizons Bk. 1 p. 120	
	* For this lesson: drizzling, raining, pouring, snowing, etc.					
	* Listening Reading Writing Speaking					

Match

Make an X

5	-	3	2	7	5	4	
2	-	2	0	6	1	2	
8	-	7	5	8	8	0	
3	-	3	9	1	3	3	
7	-	2	5	7	9	0	7
9	-	0	8	6	9	4	9
1	-	5	7	3	5	1	2
4	-	6	2	6	1	4	4

0	1	2	3	4	5	6	7	8	9

Fill in:

0	1	2	___	4	5	6	___	8	9
0	1	2	3	4	___	6	7	8	___
___	1	___	3	4	___	6	7	___	9
0	1	2	___	___	5	6	7	8	___
0	___	2	3	4	___	___	7	___	9
___	1	2	3	4	5	___	___	8	9
0	___	2	___	___	5	6	___	___	___

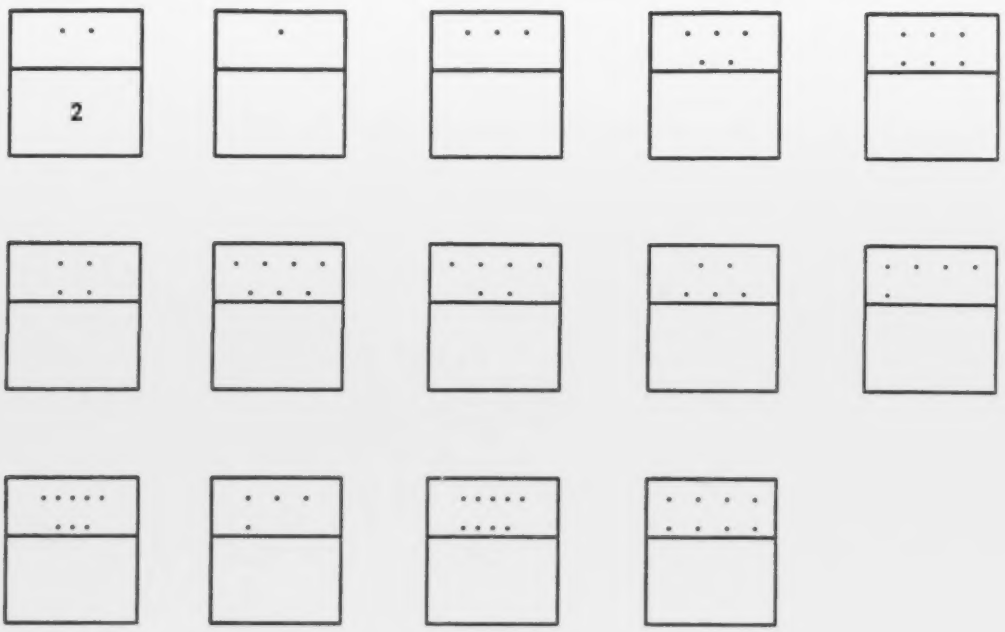
Read:

612	C	Street*
494	K	Street
308	M	Street
5122	L	Street
7761	D	Street
8326	H	Street

*Six, one, two C Street

ADULT87/47

Write:



Match:

Make an X.

. - 1 6 5 3 2 1

. . - 9 2 5 1 7 3

. . . - 3 0 6 2 3 8

. . . . - 1 6 0 8 6 4
. .

. . . . . - 9 8 0 2 4 6
. . .

. . . . - 3 4 4 7 5 1

. . . . . - 0 5 2 6 9 5

. . . . . - 9 1 8 9 0 6
. . . .

Match:

Draw a line.

6	1
4	6
1	8
8	3
3	4

2	7
7	9
5	5
9	0
0	2

3	1
8	6
4	2
1	3
2	4
6	8

Copy:

4	-	4	4	4	4		15	-	15	15	15	15
2	-	2					21	-	21			
6	-						16	-				
8	-						33	-				
0	-						17	-				
1	-						84	-				
5	-						49	-				
3	-						53	-				
9	-						90	-				
7	-											

Pwogwam Oryantasion Pou Elev

Ayisyen nan Palm Beach County

Pwogram oryantasion-sa dedie pou-l ede elev rantre lekol san pwoblem e avek konfians pou yo ka kontinue apran jiska la fin.

Pwogram oryantasion-sa ap diskite an kreyol. Pandan oryantasion-an, nou kab poze keksion, e nou kab fe komante.

Yo fe pwogram oryantasion-sa paske yo vle elev-yo adapte yo byin ak lekol-la.

Li ta toujou bon pou elev-yo poze keksion le yo pa kompran yon bagay.

I. Regleman Lekol

Lekol "Lake Worth High School" la ofri klas Angle kat (4) fwa pa semenn di Lindi o Jedi de 7hres di swa a 9hres.

Nou fet pou-n kite machinn-nou nan Pakin ki pou elev-yo.

Gin telefon piblik bo ofis-la anka ke nou bezwen rele yon moun.

Gin twalet nan chak etaj-yo. "Boys" se pou gason, "Girls" se pou fi.

II. Inskripsion

Pou nou kab pi alez, ginyen yon profese Ayisyen ki la pou inskri nou nan lekol-la e ki pou ba nou konsey.

Tout elev fet pou y al jwen profese-sa pou-l ka ede nou.

Profese-sa ap ba nou yon ekzamen an Angle.

III. Kijan Pou-n ale nan Klas

Profese-sa ap di nou nan ki klas pou nou ale.

Profese-sa deside voye ou nan klas dapre rezilta ekzamin Angle yo te ba ou-a.

Li pa nan avantaj nou si yo voye-n nan klas ki tro fasil ou byin ki tro difisil. Ou fet pou rete nan klas yo mete ou la, e ou pap aprann si ou vle soti nan klas pa ou la de fason pou ka ale nan klas kot zanmi ou ye-a.

IV. Chanjeman

Si ou vle chanje klas, ou fet pou diskite avek profese ki te inskri ou-a. Se profese ki deside le pou yon elev change klas.

ADULT87/26

V. Le Lekol

Elev yo sipoze vin lekol a le. Si nou rive an reta, profese-a pap rekomanse kou-a pou nou.

Elev-yo sipoze rete nan klas jiskas ke lekol fini. (9 hres di swa)

VI. Jou Lekol

Nou fet pou-n ale lekol chak jou si nou vle aprann angle.

Si ou konnen davans ke ou pap kab vin lekol, di profese-a sa.

VII. Kompotman nan Klas

Lekol Ameriken pa mim jan ak lekol ann Ayiti. Ou pa bezwen rele profese-a "teacher" (met). Profese-a ap di ou kijan pou rele li. Le nou nan klas, pa pale anpil, e epi pa fe trop bwi.

VIII. Aparans

Moun prop fe gro impresion. Toujou vin lekol ak rad prop sou nou.

IX. Profese

Profese-yo interese a nou. Si nou gin problem, li vle eseye ede nou. Diskite avek profese-a si ou gin problem pou aprann lang Angle-a.

Li pa bon pou elev ri lot elev ki pa komprann ou byin ki di yon mo mal.

X. Ki sa ki kap ede pratike Angle

Eseye pale Angle anpil selon jan ou kapab.

Si ou vle aprann Angle, ou ap bezwen pratike li lekol la kou lakay ou.

XI. Elev

Pa konprann ke ou kab aprann Angle nan yon sel jou. N-ap bezwen tan pou nou aprann li. Pa jam dekouraje, toujou eseye. L ap pran tan pou aprann nimpot lang, sitou lang Angle.